



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Gardiner Elementary

SCHOOL NO: 1678

INTERNAL NO: 327

SECTION 1: Student Needs	Response
a. How many students are in the building?	373
b. Percentage of students with an IEP?	18.5%
c. Percentage of students enrolled in ELL services?	28.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	89.8%
e. What is the teacher to student ratio average?	12.99
f. What is the teacher to student ratio median?	12.23
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
h. Are there gaps in student success among race/ethnicity student subgroups	Yes
i. Do you have a tiered system of support to target reading growth?	Yes
j. Do you have a tiered system of support to target math growth?	Yes
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	Yes
m. Do you have Learning opportunities for students to focus on academic needs outside of the transitional classroom setting?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We use our assessment data combined with our benchmark reading assessments to plan appropriate interventions and shape our grade level goals. Teachers review data every other week to track student progress in reading fluency.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/rubrics)	Response
a. How are you measuring social/emotional growth?	We survey 3rd-5th grade students twice a year on social emotional topics. SAEBRS for students who opt in.
b. What are your targets/goals related to social/ emotional growth?	Our goal is to increase student perceptions of school safety, as well as a sense of safety and belonging, ensuring the implementation of our Second Step curriculum with fidelity. Another goal is to get student daily attendance averages up to over 93%.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We collect ASQ screener feedback from parents every year. In addition, we screen students for Kindergarten ready skills at the beginning of the school year.
d. What are your targets/goals related to kindergarten Readiness?	We screen 100% of our incoming students, and have a goal to collect 88% or more of the ASQ surveys from parents.
e. How are you measuring the success of individual plans of study?	We do not use IPOS in Elementary schools.
f. What are your targets/goals related to postsecondary completion/attendance?	We do not have targets related to that in Elementary schools.
g. How are you ensuring students are civically engaged?	Students participate in Constitution day, as well as other small scale models in the classroom (e.g. classroom constitutions, bill of rights, etc.)
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

SECTION 4: Educational Capacities pursuant to article 32.72-3218		Response
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.		My school is not a high school
b. ☒ every child in your school provided at least the following capacities:		
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.		Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.		Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.		No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.		No
SECTION 5: Staff Needs		Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?		Yes
b. How many classified supports staff are currently employed?		14.83
How many are needed at this building (vacant & filled)?		15.71
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?		Yes
d. Are assistant principals and other key staff trained to provide instructional leadership and professional development to teachers?		Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?		Instructional Coaching; LETRS Training; SRG Training; Restorative Practices;
SECTION 6: Facility Needs		Response
a. Is there adequate space for student learning?		Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?		Yes
SECTION 7: Family Needs/Community Relations		Response
a. Do you have regular events to engage parents with teachers?		Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?		We are not currently providing any programs, but rather host family events where we show parents how they can academically support their children at home.
c. Do you have an active site council?		Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?		No
e. What types of communication exist with families?		Parent Link; Seesaw; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?		Yes
f. What types of communication/social media exists with your community?		District Wide Communication; Social Media; School Website
Is it adequate?		Yes
SECTION 8: School Data		Response
a. What is our building attendance rate?		0.908
b. What is our building chronic absenteeism rate?		33.70%
a. what is our district graduation rate?		N/A
b. What is our dropout rate?		N/A
c. What is our average comprehensive ACT Score?		N/A

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SECTION 9: Other Data		Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?		Parent & Community Involvement; Attendance/Truancy;
Can they be achieved with additional resources?		Yes
Why or why not?		Allocating dedicated staff or outside resources would help support attendance and family engagement initiatives.
b. Additional building unique identified Items:		None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		Parent involvement with academic support in and outside of school.
Identify the budget actions that should be taken to address and remove those barriers.		Resources for parents to support attendance and student behaviors. We would like to have the PANDO initiative back in our school or bring in Parents as Teachers.
Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.		2-4 years